DOCUMENT RESUME

ED 411 916 JC 970 526

TITLE	Vision 2000: Charting a Course for the Future. Strategic Plan for the Illinois Community College System.
INSTITUTION	Illinois Community Coll. Board, Springfield.
PUB DATE	1993-12-00
NOTE	58p.
AVAILABLE FROM	Illinois Community College Board, 509 South Sixth Street, Suite 400, Springfield, IL 62701-1874; phone: (217)785-0123.
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Access to Education; Accountability; *Community Colleges; Curriculum Development; Educational Cooperation; *Educational Objectives; *Futures (of Society); Meetings; Partnerships in Education; Program Development; Program Implementation; Student Needs; Two Year Colleges
IDENTIFIERS	*Illinois Community College System

ABSTRACT

The Illinois Community College System has charted a course for the 21st century that responds to both the individual and community education needs. This plan, named Vision 2000, is the culmination of regional town meetings which clarified five educational goals. It offers liberal arts and sciences programs, occupational programs, developmental programs, and public service programs. The first theme of the town meeting was teaching and learning. It was agreed that the Illinois community college system should focus on the individual needs of the students, awareness of latest teaching methods and effective staff development programs, the teaching/learning process should utilize the latest technology, and give attention to curriculum development. Additionally, the Illinois community college system should take a leadership role in the workforce, and become an active participant in the Federal school-to-work program. The second theme was student access and opportunity. Town meeting participants agreed that cooperation between community colleges and other higher education institutions is necessary, along with appropriate assessment, remediation, advisement, and low cost. The third theme, accountability, was determined to require a common statewide definition of indicators, locally driven measures, resources for accountability initiatives, and focus on student satisfaction. Theme four, community, can benefit from cooperative relationships among colleges, partnerships with business, and collaboration among colleges. Theme five, resources, can be acquired through coalitions of faculty, students, staff, and the private sector. Appendices include a listing of town meeting participants and other contributors, and a list of the Illinois Community Colleges' board, council, and association members. (YKH)

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ED 411 916

ILLINOIS COMMUNITY COLLEGE SYSTEM VISION 2000

Charting a Course for the FUTURE

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JC 970 526

Strategic Plan

BEST COPY AVAILABLE

for the

Illinois Community College System

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STRATEGIC PLAN FOR THE ILLINOIS COMMUNITY COLLEGE SYSTEM

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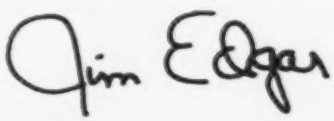
FOREWORD

Since its inception in 1965, the Illinois community college system has been committed to providing the citizens of Illinois with quality educational opportunities.

As we look forward to the year 2000, the system's 49 community colleges face a number of challenges. The colleges—whose distinctive mission is to provide quality, low-cost, responsive programs to meet the educational demands of the communities they serve—must be prompt in identifying changes and the strategies that will ensure crucial needs will be met.

Illinois is proud of the growth and development of the community college system which now serves nearly one million credit and noncredit students each year. This plan, developed with the input of hundreds of Illinois citizens, will serve to guide the system in responding to the educational challenges of the future.

Best regards,



Jim Edgar
GOVERNOR
December 1993

INTRODUCTION

Illinois community colleges comprise a dynamic system of 49 colleges whose 40 districts encompass the entire state of Illinois. While the individual community college districts vary in terms of demographics, resources, and educational priorities, their status as locally governed institutions allows them to address varying local needs uniquely. A major strength of the system is that colleges also work collaboratively to address regional and statewide needs in an effective and efficient manner.

Illinois community college students are diverse. Approximately 29 percent are minorities comprising nearly two-thirds of all minorities in public higher education. Nearly 10,000 persons with disabilities enroll in community colleges, and 38,000 students with limited English proficiency are served annually. The average age of a community college student is 30. Seventy percent of community college students attend part time, and many work while attending college.

While community colleges have been highly successful in meeting the current needs of their respective communities, future demands also must be met. Accordingly, the system has embarked on a planning process that proactively addresses the needs of students who are, and will be, in the workforce. This plan establishes a direction for the system as it moves forward into the 21st century.

The planning process had its genesis at a systemwide Accountability Conference held on November 12, 1992. At that conference, a session was dedicated to roundtable discussions that identified the major issues facing the community colleges in Illinois in the next few years. Following this conference, the Steering Committee was formed and held its first meeting in February of 1993. The Steering Committee discussed how best to proceed with its planning and solicit broad input on the issues identified at the Accountability Conference. The committee decided to develop "issues papers," then hold a series of "town meetings" around the entire state to solicit input, not only from the community college system, but from other educational entities, civic leaders, governmental leaders, and leaders from business and industry. These meetings were held in each of the Illinois Community College Trustees Association districts.

In all, 13 town meetings were held during the months of May and June of 1993. Each meeting addressed the five major issues identified at the Accountability Conference, namely Accountability, Teaching/Learning/Research, Advocacy, Workforce Preparation, and Administrative/Interdistrict Relations. In all, nearly 750 persons were involved in the 13 town meetings.

Following the completion of the town meetings, the Steering Committee reviewed the output and reorganized the issues around the following themes: Teaching/Learning, Student Access and Opportunity, Accountability, Community, and Resources. A draft plan was developed around these themes, and each theme included goals, objectives, and strategies for accomplishment. In addition, a Vision Statement and Mission Statement were developed to provide overall focus to the plan. These statements and the plan were distributed in draft form to the community college system, town meeting participants, and persons representing the private sector and governmental entities for feedback.

This plan is presented for the purpose of initiating statewide dialogue about community colleges and how they individually and as a system can move forward in the most effective and efficient manner to address local community and statewide needs

as the 21st century approaches. It is purposefully dynamic and will be modified as the need arises. The next crucial step is for the colleges, individually and collectively, to develop specific strategies and activities for implementation of the plan's general concepts.

Steering Committee

Illinois Community College Board

Cary A. Israel, Executive Director

James M. Howard, Deputy Executive Director

Virginia McMillan, Deputy Director for Research and Planning

Susan Srbljan, Research Assistant

Darice Yonker, Financial Assistant

Illinois Presidents Council

Zelema Harris, President, Parkland College

Paul Thompson, President, William Rainey Harper College

Illinois Community College Trustees Association

Jeanne Blackman, Trustee, Lincoln Land Community College

Robert Gaffner, Trustee, Kaskaskia College

Illinois Council of Community College Administrators

Anita Bergman, Director of Economic Development, Parkland College

Charles Erickson, Director of Admissions, Registration, and Records, College of DuPage

Illinois Community College Faculty Association

Barbara Nelson, Faculty, Triton College

Leo Welch, Faculty, Belleville Area College

ICCB Student Advisory Committee

Nicole Capraro, Student, Triton College

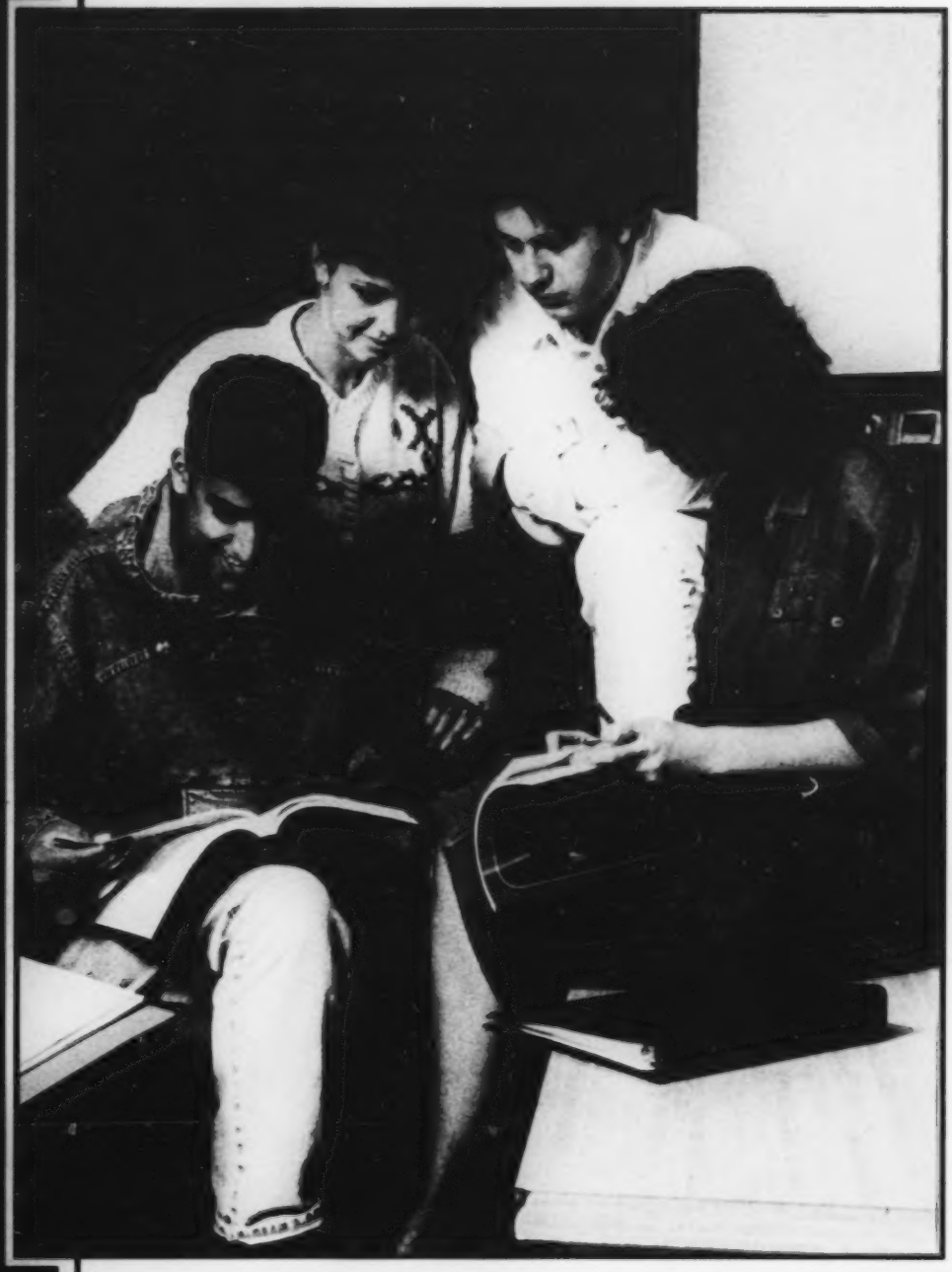
Kimberly Steed, Student, Lewis and Clark Community College

Members At-Large

Nancy DeSombre, Vice President of Faculty and Instruction, Wilbur Wright College

James Dumas, Dean of Student Services, Shawnee Community College

Ruth Smith, President, Highland Community College



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VISION STATEMENT

It has been said, "Do not follow where the path may lead. Go instead where there is no path and leave a trail." The community college system must continue to be the educational system that "go(es) instead where there is no path and leave(s) a trail." It needs to stretch the minds of its faculty, administrators, trustees, presidents, and students so that there is more room for acceptance and development of new ideas and knowledge.

Accordingly, the community college system envisions the community college as a place where:

teachers take pride in teaching, students take pride in learning, and the focus is quality and excellence;

a passionate thirst for new knowledge is instilled, both in students and in staff;

society's values are shaped and revised, and leadership, integrity, self-discipline, self-motivation, humanity, dignity, pride, and caring are purposefully taught and modeled;

the experiences of students are directed toward developing each of them as informed, responsible, and contributing citizens and employees;

the responsibility for accountability is accepted eagerly;

expressions and manifestations of bigotry, prejudice, and denigration of character are not tolerated;

no individual is considered to be inherently more important than another, and each is provided with an equal opportunity to achieve success;

actions are focused on interdependence, collaboration, and inclusiveness - "community" in its broadest sense;

communities are assisted in identifying and solving problems such as substance abuse, crime, child abuse, and a variety of conditions that undermine and destroy their very fiber; and

the boundaries of our communities are extended to countries around the world, and international interdependence is nurtured.

Guided by this vision and strengthened by this plan, the Illinois community college system, through its locally autonomous colleges, will provide our state and nation with their most productive supply of educated citizens.

Mission Statement

MISSION STATEMENT

As an integral part of the state's system of higher education, it is the mission of the Illinois community college system to provide high-quality, accessible, cost-effective educational opportunities for the individuals and communities it serves.

Focusing on ***individual*** educational needs requires a recognition of the diversity of individual student backgrounds and living environments. The colleges provide appropriate counseling, placement, and other types of support services to meet diverse student needs and goals.

Focusing on ***community*** educational needs requires extensive collaboration and cooperation with community agencies, government, business and industry, and other educational institutions in order to identify community needs and develop strategies to address them in a manner which is both educationally and economically sound. The system recognizes that the "community" it serves is multicultural, economically diverse, global, and changing.

Through the ongoing assessment of student and community needs and goals, it is the responsibility of each community college to provide (1) a broad range of educational programs, services, and delivery systems; (2) the necessary development of its staff; and (3) an appropriate learning environment to address these needs and goals.

Community colleges will meet these challenges by offering:

Liberal Arts and Sciences Programs. Such programs are provided either (1) to prepare students for transfer to four-year colleges and universities or (2) to meet the personal educational goals of individuals throughout their lifetimes.

Occupational Programs. Such programs are vocational and technical in nature and are for the purpose of providing job training, retraining, and/or upgrading of skills to meet both current and emerging local, regional, state, national, and/or international labor market needs.

Developmental Programs. Such programs include adult basic education, adult secondary education/general education development, English as a Second Language, and any other instruction designed to prepare students to function successfully in society and to experience successes in postsecondary education and the world of work.

Public Service Programs. Such programs include noncredit (1) community education activities of an instructional nature and (2) community service and economic development activities such as workshops, seminars, and forums.

8.

THEME 1: TEACHING/LEARNING

The Illinois community college system continuously strives to provide quality education at an affordable cost. The hallmark of the community college system is its emphasis on teaching/learning. Therefore, it is not surprising that teaching/learning issues emerged as the most prevalent theme during the regional town meeting discussions.

Regional town meeting participants agreed that meeting the diverse needs of students is a critical component of the teaching/learning process. As people discussed ways that the system should be serving its students, several themes developed: teaching should focus on the individual needs and varying abilities of students; community college faculty need to be aware of the latest teaching methods and research on how adult students learn through effective staff development programs; the teaching/learning process should utilize the latest technology available to enhance the depth of understanding and to increase the amount learned in a given amount of time; and attention needs to be given to curriculum development to ensure that the content to be learned by students is relevant, current, and well organized.

GOAL 1: **The Illinois community college system should ensure that students remain the focus of its attention by providing the quality education students need to succeed in college, achieve their goals, and lead productive lives in a global society. In order to accomplish this goal, each college should:**

Objective 1: Ensure that the individual needs of students are met.

Strategy 1. Develop better processes to identify student interests, values, abilities, learning styles, and goals.

Strategy 2. Strengthen support services.

Strategy 3. Enhance orientation efforts to help students understand college objectives and share dialogue about student and college expectations.

Strategy 4. Create more effective processes to monitor student progress toward meeting their short- and long-term goals.

Strategy 5. Individualize instruction as much as possible to accommodate the learning styles and individual career goals of students.

Strategy 6. Expose students to accurate and relevant information about the world of work and the options which will be available to them for life planning.

Strategy 7. Establish intervention processes to assist students in meeting their objectives.

Strategy 8. Promote the concept that students and faculty are partners in a lifelong teaching/learning process.

Objective 2: Ensure that faculty are knowledgeable, up-to-date, effective in their disciplines, proficient in the use of technology, and dedicated to the teaching/learning process.

Strategy 1. Enhance professional development efforts.

Strategy 2. Stimulate teaching/learning research in the classroom and sharing of the results.

Strategy 3. Promote the development of local and regional centers of teaching excellence designed to enhance the professional development of faculty.

Strategy 4. Develop systems to integrate adjunct faculty into the college structure in order to provide stability and development.

Strategy 5. Provide information and training on the use of technologies in the teaching/learning process.

Strategy 6. Encourage faculty communication and interaction with business and industry representatives to help ensure that instructional methods and content are current and relevant.

Objective 3: Ensure that curricula are high quality, current, and responsive to the needs of students and the community, covering the depth and breadth of knowledge students need to achieve their goals and lead productive lives in a global society; and enable them to keep current in social, political, professional, and environmental issues as well as to obtain the education, training, and worksite learning experience they need to continue their education and/or enter a career.

Strategy 1. Maintain and enhance effective program review processes to implement changes needed to improve curricular offerings.

Strategy 2. Integrate social, cultural, political, professional, and environmental issues across the curricula and develop processes to ensure faculty are well versed on the issues.

Strategy 3. Provide all students with higher level critical, integrated, and applied thinking skills.

Strategy 4. Encourage faculty/business/community exchanges to identify curricular enhancements.

Output Measures:

- Identification and achievement of student short- and long-term goals
- Results of teaching/learning research efforts
- Establishment of local and regional centers of teaching excellence
- Results of program review
- Documentation of the extent of faculty development activities

GOAL 2: **The Illinois community college system should ensure that diversity is exemplified within college curricula and college life and foster an understanding and appreciation of differences among people. In order to accomplish this goal, each college should:**

Objective 1: Prepare students to work and live in an international/multicultural society.

Strategy 1. Develop broad-based cultural awareness programs within the community colleges.

Strategy 2. Increase effectiveness and relevance of language offerings.

Strategy 3. Promote international student and faculty exchange programs.

Output Measures:

- College reports on minorities, women, and persons with disabilities
- Program review results

GOAL 3: **The Illinois community college system should ensure that technology is used not only as a classroom instructional tool but also as a delivery mechanism for distance learning via telecommunications to produce effective and efficient learning outcomes and remove the barriers of distance, location, and time. In order to accomplish this goal, each college should:**

Objective 1: Encourage the use of technology as an instructional tool.

Strategy 1. Secure funding for access to interactive data networks such as Internet.

Strategy 2. Support faculty use of technology and provide appropriate training.

Strategy 3. Demonstrate how technologies can increase the amount of knowledge acquired in a shorter period of time.

Objective 2: Encourage the use of interactive telecommunications as an instructional delivery method.

Strategy 1. Establish regional training centers for faculty on the use of telecommunications as a delivery method through regional consortia.

Strategy 2. Use telecommunications technology for faculty training.

Strategy 3. Establish comparative measures for assessing learning progress via telecommunications versus traditional classroom instruction.

Output Measures:

- Data network
- Telecommunications-based instructional delivery network
- Student outcomes measures
- Professional development activities

GOAL 4: **The Illinois community college system should assume a leadership role in preparing the workforce of Illinois, whether that preparation be in the form of individual classes, certificate programs, occupational programs, or programs leading to a baccalaureate degree. In order to accomplish this goal, the system should:**

Objective 1: Promote community colleges as workforce training providers.

Strategy 1. Building on Illinois Community College Board, Illinois Board of Higher Education, Illinois State Board of Education, and Department of Commerce and Community Affairs planning statement, create a statewide plan for addressing workforce training in the state of Illinois.

Strategy 2. Heighten the visibility of community colleges on a state and national level as workforce training and retraining providers.

Strategy 3. Work with business and industry and organized labor to identify skill levels needed to become "world class workers."

Strategy 4. Develop a statewide delivery system for customized training.

Strategy 5. Encourage partnerships with area associations and businesses.

Objective 2: Evaluate and strengthen the quality of workforce training.

Strategy 1. Assess and respond to workforce training needs of businesses in the state by including basic skills such as reading, writing, math, interpersonal communication, and work ethics in all programs of study as well as workforce training benchmarks established by businesses for their employees.

Strategy 2. Work with business and industry to formulate appropriate occupational skills standards.

Strategy 3. Expand educational program guarantees.

Objective 3: Provide a seamless, cost-effective system of education in cooperation with secondary schools and baccalaureate degree-granting institutions so that students can more easily transfer from one level of education to another.

Strategy 1. Establish literacy of all community residents as a fundamental goal.

Strategy 2. Assist students to complete adult basic education and adult secondary education programs and pursue college credit programs.

Strategy 3. Increase support for, and involvement in, technology preparation and apprenticeship initiatives.

Strategy 4. Develop model workforce preparation curricula in conjunction with business/industry, organized labor, and postsecondary and baccalaureate degree-granting institutions.

Strategy 5. Establish cooperative relationships and articulation agreements with secondary schools to develop secondary curricula that would ensure readiness and a smooth transition from high school to college.

Strategy 6. Expand work-based learning opportunities for community college students.

Output Measures:

- Statewide workforce training plan
- World class worker designations
- Statewide workforce training delivery system
- Program reviews and employer feedback
- Model workforce preparation curricula
- Number of tech prep relationships successfully implemented
- Number of adult basic and adult secondary students achieving successful completions
- Number of adult basic education and adult secondary education students admitted to college credit programs

GOAL 5: **The Illinois community college system should become an active participant in the federal School-to-Work program. In order to accomplish this goal, the system should:**

Objective 1: Develop a comprehensive set of initiatives to encourage effective transition from school to work, which includes school-based, work-based, and connecting components.

Strategy 1. Form a statewide committee that would establish required components and goals of School-to-Work programs in the state.

Strategy 2. Work collaboratively with appropriate agencies to ensure that effective models of School-to-Work programs are developed.

Strategy 3. Seek federal development and implementation grants for initiation of School-to-Work programs in Illinois.

Output Measures:

- Goals for School-to-Work programs in Illinois
- Models of School-to-Work programs
- Federal funds secured

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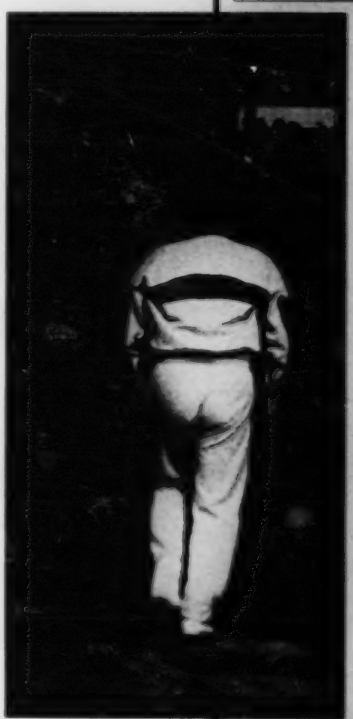
THEME 2: STUDENT ACCESS AND OPPORTUNITY

The comprehensive community college system was built upon the concept of access. It is the only system of higher education that provides access to a wide variety of educational opportunities for all who can benefit from such endeavors. The American Association of Community Colleges has affirmed, "The nation's community colleges should vigorously reaffirm equality of opportunity as an essential goal. Every college should declare, with pride and conviction, its determination to serve all ages and racial and ethnic groups."

Access and opportunity are enhanced when the educational goal pursued is affordable. A hallmark of community colleges is their relatively low student tuition charges. When combined with quality instruction and physical accessibility, low cost to students provides a major incentive for students to pursue their postsecondary education at community colleges.

In a period of scarce resources, the concept of accessibility and opportunity raises a number of issues, several of which surfaced during regional town meetings. Are there unnecessary barriers to access such as the "chargeback" and current cooperative agreement policies? Are there ways of sharing resources within and among institutions that will increase access and enable community colleges to remain affordable to all? Are the needs of "circuit rider" students, i.e., those students who attend several institutions in their pursuit of higher education, being met?

Town meeting participants concluded that greater cooperation—both among community colleges and with baccalaureate degree-granting institutions through partnerships, regional consortia, and telecommunications networking—is the answer to many of the access issues. Access alone is not enough. It must be accompanied by appropriate assessment, remediation, and advisement.



GOAL 1: **The Illinois community college system should ensure that all Illinoisans have access to community college educational opportunities. In order to accomplish this goal, the system should:**

Objective 1: Eliminate barriers to access.

Strategy 1. Review and revise chargeback policies as needed.

Strategy 2. Encourage cooperative agreements between community colleges while ensuring they do not create barriers to access.

Objective 2: Ensure that regional consortia members work together to meet the needs of their areas through shared programs and resources.

Strategy 1. Identify and prioritize programming needs for a region.

Strategy 2. Determine who can best deliver those programs and services.

Strategy 3. Select the best delivery methods for making programs and services available to all who need them.

Objective 3: Establish a statewide telecommunications network to expand educational opportunities.

Strategy 1. Continue to secure funding for the expansion of the network.

Strategy 2. Train and support faculty in the use of technology.

Strategy 3. Identify programming needs to make the most effective and efficient use of the network.

Strategy 4. Review and develop policies for using the network.

Objective 4: Maintain the community college as the most affordable opportunity for students pursuing postsecondary education.

Strategy 1. Compare tuition and fee charges at each community college to those of other postsecondary educational institutions.

Strategy 2. Conduct studies of student affordability to determine when tuition and fee charges constitute barriers to students entering community colleges.

Output Measures:

- Revised chargeback policies
- Revised cooperative agreement policies
- Regional consortia activity reports
- Telecommunications-based instructional delivery network
- Telecommunications-based instructional delivery policies
- Telecommunications-based instructional delivery training
- Documented benefits of telecommunications
- Affordability studies

GOAL 2: **The Illinois community college system should take all steps possible to ensure that community college students have access to baccalaureate degree-granting institutions. In order to accomplish this goal, the system should:**

Objective 1: Promote articulation between community colleges and baccalaureate degree-granting institutions.

Strategy 1. Continue efforts to establish statewide agreement on courses that meet general education requirements for both transfer associate degrees and baccalaureate degrees.

Strategy 2. Continue efforts to establish statewide agreement on lower-division courses that meet major-specific requirements.

Strategy 3. Develop statewide articulation agreements for associate in applied science and baccalaureate degree-granting institution programs.

Objective 2: Promote communication between community college and baccalaureate degree-granting institution faculty.

Strategy 1. Provide opportunities for faculty exchanges between community college and baccalaureate degree-granting institution faculty.

Strategy 2. Develop joint professional development opportunities for community college and baccalaureate degree-granting institution faculty.

Objective 3: Ensure that students can transfer from one community college to another community college without loss of credit.

Strategy 1. Develop model curricula within discipline areas.

Strategy 2. Create a statewide common course identification system.

Strategy 3. Follow up on activities begun in 1992-93 (articulation panels).

Objective 4: Provide access to baccalaureate and advanced degrees utilizing the community college campus.

Strategy 1. Expand telecommunications-based instructional delivery network.

Strategy 2. Initiate cooperative on-campus programs with institutions offering upper-division courses and programs.

Output Measures:

- General education course requirements
- Major-specific course requirements
- AAS program articulation agreements
- Faculty exchanges
- Joint professional development activities
- Model community college curricula
- Common course identification system

GOAL 3: **The Illinois community college system should encourage diversity as reflected by the composition of the student body and college employees. In order to accomplish this goal, each college should:**

Objective 1: Ensure that the composition of the student body reflects the diversity of the district.

Strategy 1. Monitor composition of the student body and program completers relative to district populations.

Strategy 2. Enhance recruitment and retention efforts for underrepresented groups.

Strategy 3. Support faculty development efforts that foster an understanding of diversity.

Strategy 4. Identify barriers (language, location, program design, etc.) and develop strategies to reduce or remove these barriers.

Objective 2: Ensure that the composition of college employees reflects the diversity of the students.

Strategy 1. Monitor the current and projected composition of college employees.

Strategy 2. Enhance recruitment and retention of underrepresented college employees.

Strategy 3. Establish programs to encourage underrepresented students to consider future careers as community college faculty.

Strategy 4. Develop faculty internship programs with minority baccalaureate degree-granting institutions.

Output Measures:

- Diversity profiles of students, graduates, and college employees in comparison with district diversity
- College reports on minorities, females, and persons with disabilities

Accountability
Student Achievement
Programs
Cost
Diversity

THEME 3: ACCOUNTABILITY

Higher education is in an era of accountability. The public is demanding that the higher education community be accountable for how much it spends, how it spends, and the kind of product it produces. At least 40 states have mandated that their higher education institutions be accountable for their performance. Actions of the federal government through such mandates as the Student-Right-to-Know and Campus Security Act, vocational education performance measures and standards, and the National Education Goals Panel's call for assessment testing all exemplify the increased emphasis on measuring the impact of education and on relaying the results to the public. In addition, regional accrediting agencies such as the North Central Association have implemented such requirements. Peter Ewell and Dennis Jones have called this the "new accountability." This new accountability intimately connects investment and outcomes, i.e., "return on investment." By all indications, the emphasis on accountability will increase during the remainder of this decade. This community college system must respond to these calls for accountability by forthrightly evaluating itself. The ultimate goal of this evaluation is, of course, to make improvements when and where they are needed. A secondary benefit is to increase awareness and understanding of the community college system.

In the regional town meetings across the state, participants discussed a number of issues and strategies surrounding the accountability movement. Everyone realizes that community colleges must be accountable for their performance; however, concerns arise as to what information is needed, how indicators of performance will be defined given the complexity of community colleges, how the data will be used, how local institutional autonomy will be balanced with state mandates for accountability, and how these activities will be financed. Town meeting participants agreed that individual student goals and satisfaction must be taken into account in measuring student outcomes, a common statewide definition of indicators is needed if comparisons are to be made among institutions, some measures must be locally driven to reflect the uniqueness of colleges, and resources must be available for accountability initiatives.

GOAL 1: **The Illinois community college system should cooperatively develop local and statewide accountability measures that effectively indicate results of student success and institutional effectiveness. In order to accomplish this goal, the system should:**

Objective 1: Continue to refine comparable statewide accountability measures.

Strategy 1. Develop a statewide uniform financial reporting system upon which cost/revenue indicators will be based.

Strategy 2. Develop common definitions for statewide indicators of student outcome measures for both short- and long-term student goals.

Strategy 3. Enhance data systems to provide information needed for accountability.

Objective 2: Encourage colleges to develop additional accountability measures that reflect their performance based on the uniqueness of their institutions.

Strategy 1. Incorporate the concept of institution-specific accountability measures into the program review/PQP processes.

Output Measures:

- Uniform financial reporting system
- Common definitions for statewide accountability measures
- Data systems
- Program review/PQP results of local measures

GOAL 2: **The Illinois community college system should increase its efforts to inform the public of its performance. In order to accomplish this goal, the system should:**

Objective 1: Develop a plan for informing the public of its performance

Strategy 1. Establish a statewide task force to develop a plan.

Strategy 2. Identify information that is needed by the public.

Strategy 3. Develop an agenda for dissemination.

Objective 2: Disseminate information to the public.

Strategy 1. Implement the plan.

Objective 3: Focus state and local reports prepared for legislative and general public consumption more on accountability.

Strategy 1. Develop a uniform, statewide approach to presenting accountability data effectively at the local level.

Strategy 2. Develop an approach at the Illinois Community College Board level for presenting accountability data in a way that is appealing and understandable to the common citizen and governmental officials.

Output Measures:

- Public relations plan
- Implementation of plan
- Model for preparing a local budget
- Revised formats for state reports

THEME 4: COMMUNITY

While one of the espoused goals of education has been to increase socialization and interdependence of individuals, much of the focus of the present educational system seems to be the development of an increasing sense of self reliance and individualism in students. People are taught how to survive independently rather than interdependently and to produce technologies that make independent survival more possible. As Alexis de Tocqueville observed, "people...form the habit of thinking of themselves in isolation and imagine their whole destiny is in their hands." Robert Bellah also observed a similar phenomenon and states, "The sense of cohesive community is lost."

The American Association of Community Colleges continues to affirm "that the theme 'Building Communities' (should) become the new rallying point for the community college in America." The Commission on the Future of Community Colleges observed that the term "community" is "not only a region to be served, but also as a climate to be created." It went on to assert that "The building of community, in its broadest and best sense, encompasses a concern for the whole, for integration and collaboration, for openness and integrity, for inclusiveness and self-renewal."

Many feel that the very fabric of society is unraveling for lack of a sense of "community." The family, as it was known a generation ago, is less cohesive. Neighborhoods, as they were known a generation ago, are nearly nonexistent. The sense of "community," as it was known a generation ago, is substantially diminished. Community colleges can play a part in promoting a renewed sense of community. John Gardner has stated, "the community college can perform a convening function at which representatives of various fragments and interests come together in unofficial but serious discussion of community problems." He further states that the community college can "be an effective convener, a valuable forum, a meeting ground where the common good is discussed." The Illinois Community College Board agrees with Gardner and asserts in its philosophy statement that "The Illinois community college system has a responsibility to assist communities in identifying and solving those problems that undermine and destroy the fiber of the community."

In regional town meetings around the state, people spoke much of cooperative relationships among colleges, partnerships with business and industry, collaboration among colleges and between local colleges and the state, and the formation of consortia of colleges to serve public needs more effectively. People sense that the community college system has reached a point where more must be done about working together if the system is to be both cost-effective and successful. In today's society, the concept of community has taken on a much broader meaning. Local residents are neighbors and fellow workers with persons in countries around the world. The "community" is geographically expansive and multicultural, yet its residents are so "close" to each other that they can communicate and exchange ideas; even transact business instantaneously. A truly educated individual in today's society must be exposed, in depth, to the world's economy, the world's society, and the world's languages.

GOAL 1: The Illinois community college system should encourage design of curricula, student experiences, and community activities with the objective of developing in students and communities a greater sense of interdependence. In order to accomplish this goal, each college should:

Objective 1: Stress the interdependent nature of society and the world through formal education.

Strategy 1. Review course contents to determine their treatment of interdependency of individuals, groups, and cultures.

Strategy 2. Conduct staff workshops that emphasize the interdependent nature of society and how this concept can be incorporated into formal classroom instruction.

Strategy 3. Add a dimension to the program review process that addresses the revision of course objectives to include an interdependent focus.

Objective 2: Stress the interdependent nature of society and the world through a redesign of student experiences.

Strategy 1. Design student experiences that include a greater focus on group activities and which stress inclusiveness and diversity.

Strategy 2. Design student experiences that include a greater focus on involvement with the community.

Strategy 3. Design student experiences that include a greater focus on international and intercultural matters.

Objective 3: Stress the importance of board and employee attitudes and behaviors as models for students and the community at large to emulate.

Strategy 1. Conduct staff development and board workshop activities which focus on the importance of interdependence and community and how those concepts should be manifested in the lives of individuals.

Output Measures:

- Revised course objectives and outlines
- Workshops, seminars, and staff development activities
- Revised student experiences

GOAL 2: **The Illinois community college system should assume leadership roles in the respective communities and become proactive change agents in re-establishing a sense of interdependence and a sense of community among constituents. In order to accomplish this goal, each college should:**

Objective 1: Establish the community college as an agent of change in the communities it serves.

Strategy 1. Convene and conduct community forums involving community leaders that address community problems.

Strategy 2. Host conferences, seminars, and workshops that address issues relating to the renewal of a sense of interdependence and community.

Objective 2: Establish the community college as the front-line broker of services delivered by other education and service providers in the district.

Strategy 1. Work with universities and other service providers to deliver upper-division and graduate programs, cooperative extension services, health care services, and manufacturing outreach on community college campuses.

Output Measures:

- Community forums
- Conferences, workshops, and seminars
- Services provided

GOAL 3: **The Illinois community college system should commit to transcending district boundaries in its delivery of the best possible education to the students of Illinois and the best possible services to business and industry and various governmental bodies. In order to accomplish this goal, the system should:**

Objective 1: Assure that state statutes and rules encourage, expedite, and reward cooperative efforts among the various community colleges.

Strategy 1. Identify and modify state statutes and ICCB and other state agency rules that inhibit or discourage interdistrict cooperation.

Objective 2: Promote Illinois community colleges as a system for delivery of essential training and other services to business and industry and to various governmental levels.

Strategy 1. Document the training and other needs of business, industry, and governmental entities as well as how each college has responded to them.

Strategy 2. Form a task force, or perhaps a permanent advisory committee, representing the community college system as well as business, industry, and government to address business, industry, and governmental educational needs.

Objective 3: Promote the cooperation of community colleges with other community colleges in establishing partnerships, cooperative agreements, and consortia that would result in the delivery of higher quality programs and services.

Strategy 1. Develop funding incentives for increased interdistrict cooperation.

Strategy 2. When promoting services, give preference to multidistrict cooperatives.

Output Measures:

- Statutory changes
- ICCB rule changes
- Other state agency rule changes
- Formation of task force or advisory committee
- Development of consortia/cooperatives

THEME 5: RESOURCES

The community college system must seek diligently to acquire its fair share of funds. It also is important that the system be a good steward of its resources. Since the demand for governmental funds is increasing, those entities that can show they use these funds efficiently and effectively are the most likely to receive them.

The most important resources to community colleges are human resources - not supplies, equipment, facilities, and dollars. Yet, it takes adequate funds to acquire human resource services. The more competent and expert the services are, the more it costs to secure them.

Education is in constant competition with business, industry, the professions, and governmental agencies for competent employees. Without adequate compensation, employees will go elsewhere. So funds are important; not only to compensate employees adequately, but to provide proper working and learning environments as well as supplies, equipment, and instructional support services. Obtaining additional funds should involve coalitions of college faculty, presidents, students, trustees, administrators, and staff and individuals from the private sector.

An additional concern to many community college officials is the deteriorating infrastructure of community college buildings. In the report entitled "A Road to Ruin" prepared by the Illinois Community College Board in 1992, the calculated accumulated deferred maintenance problem at Illinois community colleges stood at $80 million!

GOAL 1: **The Illinois community college system should give priority to securing and developing the most competent and qualified employees attainable. In order to accomplish this goal, each college should:**

Objective 1: Make recruitment and selection of highly competent and qualified employees a top priority.

Strategy 1. Review and evaluate current policies and procedures relating to employee recruitment and selection.

Strategy 2. Establish goals for an optimal recruitment and selection program.

Objective 2: Acquire and maintain a sufficient core of full-time employees.

Strategy 1. Compare the ratio of full- to part-time employees, by general classification, to those of peer group institutions.

Strategy 2. Establish goals for desired full- to part-time employees ratios.

Objective 3: Allocate adequate fiscal resources to the cultivation of an effective professional development program.

Strategy 1. Compare current expenditures and activities to those in peer group institutions.

Strategy 2. Establish goals pertaining to funding and staffing of an optimal professional development program.

Output Measures:

- Goals for recruitment and selection of employees
- Goals for full- and part-time staff ratios
- Goals for optimal professional development program

GOAL 2: The Illinois community college system should ensure that its existing resources are utilized effectively and efficiently. In order to accomplish this goal, each college should:

Objective 1: Incorporate productivity analyses into existing college processes such as program review and long-range planning.

Strategy 1. Incorporate productivity analyses in program review.

Strategy 2. Incorporate productivity initiatives into long-range plans.

Objective 2: Reallocate resources based on college priorities and program quality.

Strategy 1. Evaluate and prioritize existing and proposed program offerings, college activities, and the resources needed for continuation or implementation.

Output Measures:

- Program review/PQP reports

GOAL 3: The Illinois community college system should develop a coordinated strategy for obtaining its fair share of annual appropriations from state sources for operations and for capital expenditures. In order to accomplish this goal, the system should:

Objective 1: Develop a strategic, integrated, uniform, systemwide approach to presenting the strengths and needs of the community college system.

Strategy 1. Form a coalition of college faculty, presidents, students, trustees, administrators, and staff and individuals from the private sector to work collaboratively toward increasing state funds for community colleges.

Strategy 2. Develop informational pieces that all community college personnel can use when talking with governmental officials.

Strategy 3. Hold workshops to explain the issues, the information piece(s), and the strategy to be used in talking with governmental officials.

Strategy 4. Adopt a networking process to provide those who support local colleges with current information that will enable them to make informed and timely contacts with governmental officials.

Strategy 5. Create a follow-up process to ensure that governmental contacts have been made.

Objective 2: Develop a program for meaningful involvement of local legislators in local college programs and activities.

Strategy 1. Hold idea exchange meetings to discuss what has worked in the past.

Strategy 2. Develop a list of successful practices for local college use.

Strategy 3. Secure the involvement of local legislators in college activities.

Output Measures:

- Standardized statewide information pieces
- Network for providing current information impacting legislation
- Successful practices guide

GOAL 4: **The Illinois community college system should develop a coordinated effort to draw to the attention of state and federal governments the need to fund costs associated with mandated but unfunded or underfunded programs. In order to accomplish this goal, the system should:**

Objective 1: Seek funding for costs associated with the implementation by community colleges of unfunded or underfunded state and federal mandated programs.

Strategy 1. Identify and develop estimates of costs to the community colleges for providing essential, mandated programs; e.g., the Americans with Disabilities Act, the Illinois Veterans Grant, and the Illinois National Guard Scholarship.

Strategy 2. Prepare legislative briefings, both written and oral, to present local and statewide cost estimates.

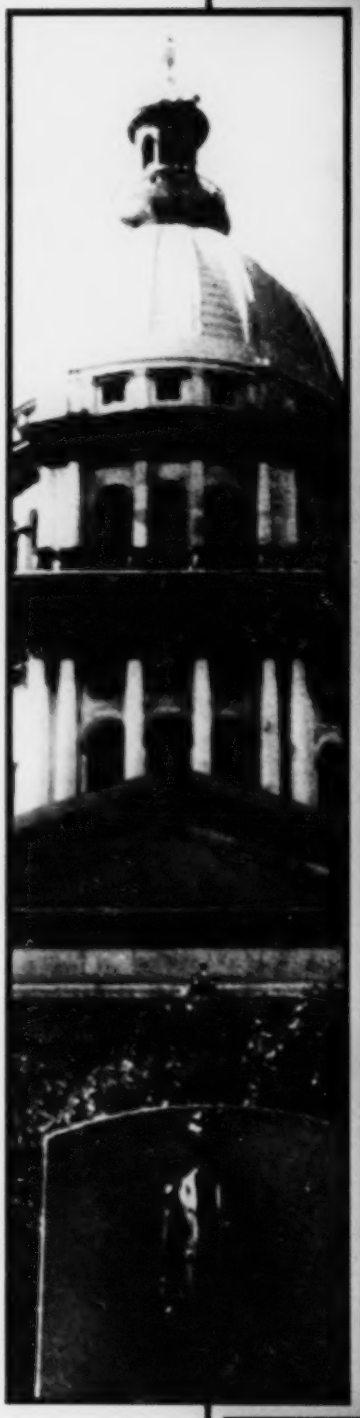
Output Measures:

- Cost estimates of providing mandated programs
- Model legislative briefing on mandated program costs
- Indicators that show mandated programs are funded or that the mandates are removed

GOAL 5: **The Illinois community college system should strengthen its efforts to obtain alternative sources of funding. In order to accomplish this goal, each college should:**

Objective 1: Enhance the fund-raising efforts of foundations and alumni associations.

Strategy 1. Evaluate current fund-raising efforts.



Strategy 2. Develop a plan to increase and/or improve fund-raising efforts.

Objective 2: Enhance efforts to obtain federal and private grant funds.

Strategy 1. Evaluate current alternative resource development efforts.

Strategy 2. Identify grants available.

Strategy 3. Develop goals relative to an optimal grant development program.

Output Measures:

- Plans for increasing/improving fund-raising efforts
- Goals for grant development program

APPENDIX A

A LISTING OF TOWN MEETING PARTICIPANTS AND OTHER CONTRIBUTORS

The attached listing identifies all persons who participated in "town meetings" held at 13 separate sites throughout the state of Illinois in the months of May and June of 1993, as well as persons representing the private sector and government who reviewed the plan. The members of the Steering Committee are indebted to these persons who contributed to the development of this planning document.

CHICAGO REGION

Jane Browne Allen
Acting Dean of Instruction
Truman College

Melanie G. Anewishki
President, Faculty Council
Kennedy-King College

Wallace Appelson
President
Truman College

Marcella M. Beacham
Associate Professor,
Mathematics
Daley College

Cecilia Bowie
Dean, Adult/Continuing Ed
Kennedy-King College

Ghingo Brooks
Dean of Student Affairs
Malcolm X College

Patricia Buck
Assistant to the Chancellor
City Colleges of Chicago

Jack L. Calabro
Interim Vice Chancellor
City Colleges of Chicago

Gregory E. Callaway
Director, Business Services
Kennedy-King College

Zerrie Campbell
President
Malcolm X College

Josie Cantarelli
Interim Dean, Adult Education
Truman College

J.S. Childress
Adult Educator
Malcolm X College

Cynthia Clontz
Director, Economic
Development
Wright College

Ernesto Constantino
Acting Director, Info Systems
Washington College

Ann Darnton
Coordinator, Develop.
Programs
Lakeview Learning Center

Milton Davis
Chairman
South Shore Bank

Nancy DeSombre
Vice President
Wright College

Keith Dobberstein
Social Sciences Dept. Head
Wright College

Leonard Dominguez
Deputy Mayor for Education
Chicago

Robert M. Dompke
Director, Bldgs & Grounds
City Colleges of Chicago

Clyde Khalil El-Amin
Asst. Dean, Adult/Cont. Ed
Kennedy-King College

Greg Elliott
Dean, Student Services
Kennedy-King College

Joyce M. Ewell
Vice President
Olive-Harvey College

Stephen Fecske
Vice President
Daley College

Teresa Fraga
Trustee
City Colleges of Chicago
Educator

Joyce Genus
Dean, Career Programs
Kennedy-King College

John Gianopulos
Interim Vice President
Truman College

Ronald J. Gidwitz
Chairman, Board of Trustees
City Colleges of Chicago
President and CEO
Helene Curtis, Inc.

Mimi Gilpin
League of Women Voters
Chicago

Charles Guengerich
Dean of Instruction
Wright College

Harry M. Hardwick
Dean, Student Personnel Services
Olive-Harvey College

Gloria G. Hardy
Field Coordinator, ALSP
Malcolm X College

Ferdinand W. Hargrett
Trustee
City Colleges of Chicago
Pastor, Baptist Church

Toni Hartrich
Director of Research
Civic Federation

Jacqueline P. Hunt
Adult Educator
Malcolm X College

Deidra Jackson
Associate Vice Chancellor
City Colleges of Chicago

Randall M. Johnson
Dean of Arts & Sciences
Kennedy-King College

Yvonne Johnson
Exec. Dir., Bus/Econ. Development
Washington College

Claudine Jones
Director, Computer Supp. Svcs.
City Colleges of Chicago

George Kalidonis
President & CEO
Tech. Planning & Dev. Corp.

Shirley A. Knazzae
Dean, Skills & Manufac. Programs
Daley College

Mike Krysa
Manager, Computer Applications
City Colleges of Chicago

Raymond LeFevour
President
Wright College

Gary Lonquist
Acting Associate Vice Chancellor
City Colleges of Chicago

Bill McMillan
Director, Workforce Preparation
Truman College

Brenda Montgomery
Director, Public Relations
Malcolm X College

Mary Moreno
Director, Planning-WSTI
Daley College

Ruth Moscovitch
General Counsel
City Colleges of Chicago

Lee Owens
Director, Academic Support Srvcs.
Washington College

Miguel A. Palacio
Association House of Chicago

Michelle Pitre-Young
Associate Vice Chancellor
City Colleges of Chicago

Howard Pleas
Dean, ALSP/GED
Kennedy-King College

Roger Podewell
Professor & FCCCC President
Olive-Harvey College

Silas Purnell
Director, Educ. Services
Ada S. McKinley Comm. Services

Charlotte Reiter
Chair, Social Studies Department
Daley College

Tony Rivera
Associate Vice Chancellor
City Colleges of Chicago

Diana Robinson
Regional Vice President
National Alliance of Business

Mike Ruggeri
Faculty Member
Washington College

Ann Seng
President
Chgo. Council on Urban Affairs

William J. Settles
Vice President for Instruction
Kennedy-King College

Nina Shepherd
Higher Education Consultant

Donald B. Smith
Interim President
Richard J. Daley College

Joseph A. Smith
Coordinator, Pre-Engineering Prog.
Olive-Harvey College

Margaret E. Stubbs
Faculty Member
Kennedy-King College

Mildred Tart
1992-1993 ICCB Student Member
Richard J. Daley College

Audrey Trotter
Asst. Dean, Instructional Services
Truman College

Susan Tyma
Adult Educator
Wright College

Carol Kyros Walker
Professor
Daley College

Wayne Watson
Interim President
Harold Washington College

Sharon J. Wheeler
Executive Director, Partnership Prog.
City Colleges of Chicago

Robert H. White
Professor
Olive-Harvey College

Betty Willhoite
League of Women Voters
Chicago

Alicia Hinton Williams
Financial Aid Advisor
Kennedy-King College

John Wozniak
Dean, Off-Campus Programs
Washington College

EAST CENTRAL REGION

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Trustee
Parkland College
Farmer

James Ayers
Trustee
Parkland College
Lawyer

Chuck Baldwin
Assoc. Vice Pres., Academic Svcs.
Parkland College

Marty Barrett
Champaign-Ford Regional Superintendent's Office
Rantoul

Nancy T. Bates
Trustee
Danville Area Community College
Owner, Veterinary Clinic

Renee Beasley
Job Placement Manager
Danville Area Community College

Karen Becker
Faculty/Staff
Richland Community College

Anita Bergman
Director, College Development
Parkland College

Vicki Bernthal
President
Economic Development Corp.

Mike Beube
MIS Coordinator
Richland Community College

Bob Bitzer
Owner, Lithia Springs Marina

Betty Black
Faculty/Staff
Richland Community College

Jeanne Blackman
Trustee
Lincoln Land Community College
State of Illinois
Office of Legislative Affairs
Guardianship and Advocacy Comm.

Rich Blazier
Faculty, Biology
Parkland College

Len Boblitt
Instructor, Business Division
Richland Community College

Harry Braun
President
Danville Area Community College

Jack D. Brodsky
Trustee
Parkland College
Retired Physician

Jean Brooks
Secretary, Learning Resource Center
Richland Community College

Steve Brown
Faculty, Mass Communications
Parkland College

Jack Browning
Faculty/Staff
Lake Land College

Joe Brumleve
Small Business Owner
Effingham

Michael Cain
Champaign School Dist. #4

Phil Carter
President, Student Government
Student Trustee
Parkland College

Connie Cissna
Director, Options and Opportunities
Richland Community College

Kris Cooley
Student and Student Worker
Richland Community College

Nancy Cooper
Director, Center for Business and Community Development
Richland Community College

Tom Cox
Senior Account Executive for Distance Learning
Consolidated Communications
Mattoon

Carolyn Dahl
Head, Conferences & Institutes
University of Illinois

Aillinn Dannave
Coordinator, Academic Services
Parkland College

Don Dean
Superintendent
Hoopeston Area School District

Wilbur Dickson
Vice President, Instruction
Danville Area Community College

Raymond Downey
CPA
Decatur

Richard J. Doyle
Trustee
Danville Area Community College
Lawyer

Denny Elimon
Director, Physical Plant
Parkland College

Fred Ellis
Instructor, Social and Natural Science Division
Richland Community College

Tom England
Trustee
Richland Community College
Caterpillar

Joyce Ennis
Accounting Assistant, Financial Aid
Richland Community College

David Erlanson
Associate Dean
Richland Community College

Dale Ewen
Vice Pres., Academic/Student Srvcs.
Parkland College

David Fields
Superintendent
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Vice President, Academic Services
Lake Land College

Bill Grieve
Associate Dean
Richland Community College

Debbie Guidry
Secretary, Career Education
Danville Area Community College

Lois Hamilton
Associate Dean, Nursing
Richland Community College

Rich Haney
Program Mgr, Business & Industry
Parkland College

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Director, Computing Services
Parkland College

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Department Chair, Humanities
Parkland College

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President
Parkland College

Carol Haskett
Director, Financial Aid
Richland Community College

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Director, Counseling Center
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Jones International Cable

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Instructor, Business Division
Richland Community College

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Trustee
Parkland College
Owner, Ace Hardware
Gibson City

Connie Hosier
Program Director, Reading
Parkland College

Terry Iversen
Academic Coordinator
International Affairs
University of Illinois

Goble Jessup
Vice President, Business Services
Lake Land College

Bill Johnston
Publisher
Herald and Review
Decatur

Frederick L. Johnson
Department Chair, Social Sciences
Parkland College

George Johnson
Director, Tech Prep Program
Parkland College

Jerry Johnson
Trustee
Richland Community College
Engineer, Caterpillar

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Mayor of Danville

Maggie Kaput
Director, Assessment Center
Parkland College

Helen Kaufmann
Director, Study Abroad
Parkland College

Karen Keener
Coordinator, International Ed
Parkland College

Bonnie B. Kelley
Trustee
Parkland College
Owner, Burial Vault

Dave Kietzmann
Dean, Career Education
Danville Area Community College

Dianne Kirk
District 188 Schools
Danville

John Kistler
Student Senate Member
Richland Community College

Maryann Kohut
Director, Learning Lab
Parkland College

Keith Krimmel
Student Senate Member
Richland Community College

Norm Lambert
Interim Director, Student Services
Parkland College

Larry Larrick
Vice President, Student Services
Lake Land College

Bob Laursen
Department Chair, Engineering
Parkland College

Cathy Leslie
Executive Secretary
First Mid-Illinois Bank & Trust

Milton Lewis
Vice Pres., Administrative Services
Parkland College

Sara Longfellow
Director, Business & Econ. Institute
Danville Area Community College

Robert Luther
President
Lake Land College

Janna Lutovsky
Director, Adult Education
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Secretary, Counseling
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Dept. Chair, Health Professions
Parkland College

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Department Chair, Math
Parkland College

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Director, Composition
Parkland College

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Coordinator, Grants
Heartland Community College

Sean McLaughlin
Champaign-Ford Regional Superintendent's Office
Rantoul

Lee McNeill
Community Representative
Charleston

Mary Lou Meader
Coordinator, Workforce Challenge
Danville Area Community College

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Vice President
Mettam Safety Supply

Larry Miller
Student
Richland Community College

Debbie Mills
Coordinator, Tech. Prep.
Danville Area Community College

Jo Ellen Monahan
Member
Parkland College Foundation

Gary Morgan
Associate Dean, Industrial Technology and Math Division
Richland Community College

Charles Morris
Publisher
The Commercial News
Danville

Tom Morrow
Instructor, Communications Division
Richland Community College

Robert Mosborg
Assistant Dean, Engineering
University of Illinois

Roger Motsinger
Caterpillar

John Muirhead
Urbana Adult Education

Mike Nichols
Member, City Council
Mattoon

Don Nolen
Chair, Strategic Planning Committee
Parkland College

Chuck Novak
President
Richland Community College

Jon Odell
Instructor, Industrial Technology and Math Division
Richland Community College

Ken Orze
Operations Manager
Teepak

Nancy Owen
Attorney at Law
Mattoon

Don Patterson
President
Walter Danville Corp.

Jim Paxton
Graphics
Danville Area Community College

Dan Peterson
The Greater Urbana-Champaign
Economic Development Corp.

Cheryl Pettus
Reporter, WCIA-Channel 3
Champaign

Alice Pfeffer
Vice President, Inst. Advancement
Parkland College

Judy Popel
Ludlow Elementary School

Joe Pound
Retired
Sullivan

Tom Ramage
Media Specialist
Danville Area Community College

Robert W. Randall
Realtor
Danville

Jim Reed
Director, Area Learning Centers
Parkland College

Joann Reiss
Director, Publication Services
Parkland College

The Honorable Karen Rhodes
Mayor of Gibson City

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Macon/DeWitt JTPA

John Rogers
Trustee
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Farmer/Real Estate

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Vice President, Community Services
Lake Land College

Sue Schreiber
Coordinator, Public Relations
Parkland College

Janet Scogins
Director, Adult Basic Education
Parkland College

Winfield Scott
Dean
Richland Community College

Betty Seidel
Director, Job Training Partnership
Danville Area Community College

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Lake Land College
Farmer

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Richland Community College

Dick Shockey
Vice President, Finance
Danville Area Community College

Rev. Steve Shoemaker
McKinley Foundation

Lu Snyder
Chair, Center for Excellence
Parkland College

Carol Steinman
Dean of Students
Parkland College

Norm Stephens
President
Lincoln Land Community College

Delynn Streeval
Student Mentor and Senate Member
Richland Community College

John Sullivan
Vice President
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Mike Sullivan
Trustee
Lake Land College
Sales Manager
Consolidated Communications Inc.

Jon Surma
Executive Director, Bus. Services
Parkland College

Jim Underwood
Dean
Richland Community College

Michael Vitoux
President, PCA Senate
Parkland College

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Sales Associate
Bob Otting Insurance

Roger Walk
Farmer
Neoga

Norma Walton
District 62
School Board Member
Decatur

Dave Webber
First of America Bank

John Weidlich
Director, Marketing
Richland Community College

Terri White
Co-Director, Marketing
Danville Area Community College

Frank Wiesenmeyer
Instructor, Industrial Technology and Math Division
Richland Community College

Reo Wilhour
International Student Advisor
Parkland College

Patricia Williams
Director, Foundation
Richland Community College

Kyle Wittler
Department Chair, Business
Parkland College

Herbert Wodtke
Farmer
Loogootee

Susan Wodtke
Farmer
Loogootee

Sherry Yoder
Student Trustee
Richland Community College

Flo Zawodniak
Secretary/Student Dev. and Services
Richland Community College

David Zindel
Associate Dean
Richland Community College

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Trustee
College of Lake County
Law Student

William T. Barnes
Graduate Program Advisor
Northern Illinois University

Robert Bartlett
President
McHenry County College

Barbara Barton
Trustee
William Rainey Harper College
Community Volunteer

Margaret Basch
Attorney at Law
Schaumburg

Trudy Bers
Director, Research
Oakton Community College

Sarah Born
Trustee
William Rainey Harper College
Owner, Prairie Moon Bookstore

Michael Botterweck
Vice Pres., Academic Affairs
Triton College

Jennifer L. Bussone
Student Trustee
College of Lake County

Diane T. Callin
Faculty
William Rainey Harper College

Steve Catlin
Dean
William Rainey Harper College

Gary Davis
Executive Director
IL Comm. College Trustees Assoc.

F. J. DeGrado
Faculty
Triton College

Paul R. Dobbins
Vice President
McHenry County College

The Honorable Peter G. Fitzgerald
State Senator

Richard Frankel
Student Senate Treasurer
College of Lake County

JoAnn Galluzzi
Director of Marketing
Triton College

Robert A. Getz
Director, Physical Plant
William Rainey Harper College

Richard F. Gillette
Trustee
William Rainey Harper College
Engineer

Barry Gowin
Vice Pres., Business
Triton College

Jim Gray
Dean
McHenry County College

Ray Hartstein
Trustee
Oakton Community College
Retired Executive, Bendix Corp.

Stephen M. Haugh
Trustee
McHenry County College
Lawyer

Bonnie Henry
Vice President
William Rainey Harper College

Richard Hetzer
Vice Pres./Manager, Public Funds
LaSalle National Bank

David Hill
President
Kimball Hill, Inc.

David Hilquist
Vice President
Oakton Community College

Bill Howard
Dean
William Rainey Harper College

Kris Howard
Trustee
William Rainey Harper College
Community Volunteer

The Honorable Ann Hughes
State Representative

David Johnson
Dean
McHenry County College

Jean V. Kartje
Assistant to President
College of Lake County

Lorel E. Kelson
Classified Council Representative
William Rainey Harper College

Karen Keres
Associate Professor/Liberal Arts
William Rainey Harper College

The Honorable Richard Klemm
State Senator

Carol Larson
Trustee
McHenry County College
Teacher, Northwood Junior High

Dan LaVista
President
College of Lake County

Vernon Manke
Vice President
William Rainey Harper College

Amy McLaughlin
Staff Writer
Daily Herald

David McShane
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Chicago

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OTHER CONTRIBUTORS

Jane Angelis
Director
IL Intergenerational Initiative
Southern Illinois University
Carbondale

Joseph A. Antolin
Deputy Director, Operations
IL Department of Public Aid

Charles Blanchard, President
Management Association of IL

Bernice Bloom
Executive Assistant to the Governor for Education
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IL Department of Public Aid

APPENDIX B

ILLINOIS COMMUNITY COLLEGE SYSTEM LEADERSHIP

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Gwendolyn D. Laroche
Miriam Lugo-Gonzalez
Judith E. Madonia
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Sybil Yastrow
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Roger Tuttle, Vice President, Heartland Community College
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Gary Speckhart, Treasurer, John Wood Community College
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Mike Sullivan, East Central Regional Chair, Lake Land College
Sarah Born, North Suburban Regional Chair, William Rainey Harper College
Wayne Chapin, Northwest Regional Chair, Highland Community College
James H. Griffith, South Suburban Regional Chair, Prairie State College
Marvin Scott, Southeast Regional Chair, Rend Lake College
Bessie Dulgar, Southwest Regional Chair, Illinois Eastern Community Colleges
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Shirley Scheiner, Vice President for Membership and Delegate Affairs, Harry S. Truman College
Denise Anastasio, Recording Secretary, College of Lake County
Bruce Conners, Treasurer, Kaskaskia College

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Carl Cottingham, Secretary, John A. Logan College

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Thaddeus Jones, Communications/Newsletter Committee Co-chair, South Suburban College
John Napolitano, Student Trustee Voting Committee Chair, Sauk Valley Community College
Penny Whitney, Academic/Support Services Committee Chair, Danville Area Community College

Vision 2000 logo designed by Mike Cramer and Janet Hill Getz

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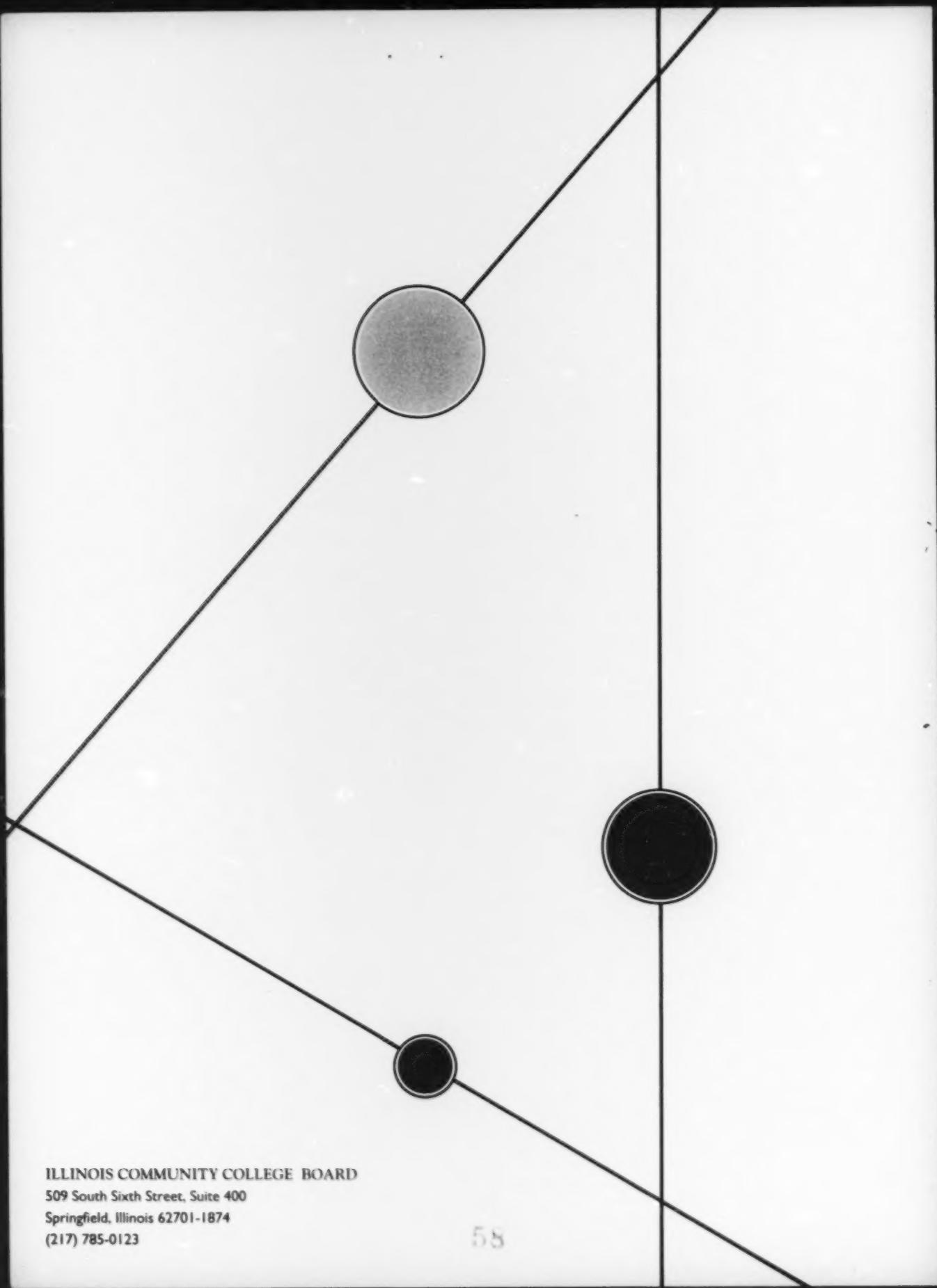
Special thanks to Publications and Communication Services,
William Rainey Harper College
Production Artist: Mark D. Steffen



ILLINOIS COMMUNITY COLLEGE BOARD
509 South Sixth Street, Suite 400
Springfield, Illinois 62701-1874
(217) 785-0123